

# Stages of Engagement Needs Analysis

## RATIONALE

- Policy drivers
- Targets
- Increase project impact
- What's possible?

### **Outputs:**

- Clear rationale
- Vision of what's possible

## RESEARCH AND AUDIT

- Community Audit and Research (including 5 possibilities of participation model)
- What are other professionals doing? Who shares goals/ targets/ indicators with us?

### **Outputs:**

- Map of possibilities
- Benchmarked start point of participation
- Stakeholders/ partners matrix
- Knowledge about the context within which your programme exists

## STAKEHOLDER CONSULTATION

- What do people want? (opportunities)
- What would be an effective way of incentivising?
- Where are people at in the engagement to action model?
- What are the issues?
- What are the general and demographic specific barriers?

### **Outputs:**

- Evidence of community involvement
- Research to inform strategy
- Community engagement!
- Input to local specific training needs analysis

# Engagement Planning Process

## STRATEGIC PLAN

- High level goals and targets
- Evaluation framework established
- "Common- Unity" Statement
- Input from Engagement Needs Analysis

## TACTICAL PLAN

- Capacity building (knowledge, skills, attitudes)
- Opportunity creation
- Partner engagement
- Identify Barriers / Challenges and develop ways of overcoming

### CHECK LIST:

- **Multi-stranded**
- **Imaginative**
- **Big WIIFM**
- **Positive**
- **Partnership based**
- **Area/demographic specific**

## OPERATIONAL PLAN

- Who
- What
- Where
- Why
- When



# Community Participation

## WHAT I DO

## WHAT I NEED

### REACTIVE

I report issues to the appropriate person.

To know who to report things to or to have one point of contact.

### RESPONSIVE

I attend community meetings, fill in questionnaires etc. I am willing to make myself available to give my opinion.

- To know what is going on;
- To be asked & encouraged;
- To know that what I say makes a difference.

### PROACTIVE

I am already responsive but get more involved through seeking out opportunities on a policy level.

- To know how to get involved and what opportunities exist;
- To be appreciated and also to have someone who will stop me overcommitting.

### SUPPORTIVE

I get involved through doing. I volunteer within existing frameworks and opportunities.

- To know what I could be involved in;
- Training and worthwhile activity to be part of.

### GENERATIVE

I see that something is missing from current provision. I want to (or have) set up my own community project.

Support from a practical perspective especially in the areas I'm not good at or don't know about.



# Example Training Needs Analysis for Community Engagement

## SKILLS

## KNOWLEDGE

- Awareness of key policy drivers for community engagement;
- A knowledge (ie a model) of best practice in community engagement, including an understanding of different types of participation;
- A knowledge of the roles and responsibilities of all the Local Strategic Partners;
- Clear on all relevant local policies and plans.

- Communicate powerfully and effectively with a wide range of people across potential divides of race, culture, class, professional backgrounds etc;
- Create excitement about community engagement as a concept - both internally within their organisation and externally in the community;
- Able to resolve conflicts between individuals and groups;
- Able to clearly understand and articulate their own views and to ensure that their own views do not negatively influence their decision making;
- Able to broker effective relationships and agreements;
- Able to prioritise and balance conflicting priorities.

## ATTITUDES

- Passionate about the concept and possibilities of community engagement;
- Have a 'can do' attitude that enables them to be resilient and resourceful, able to overcome difficulties and manage complexity and inevitable set backs;
- Deep belief in equality of opportunity; accepting of differences;
- Committed to team and partnership working.

# Engagement to Action Model

	CAR PARK	RECEPTION	CHANGING ROOM	TRAINING GROUND	PITCH
Stage indicators	Disinterested or unaware. Interested in other things not specific to the engagement.	Aware of the opportunity. Deeper level of interest; asking questions to find out more. Starting to ask practical questions such as "how much time will it take".	People have made a choice to engage, in whichever way is realistic for them and are clear about what is required of them.	This is their choice in action. They are engaged in the training / preparation process.	People actively participating at the level they committed to.
Overview	This is where there is no real interest or commitment. People are not aware of the opportunity.	More interested and starting to realise that there may be an opportunity for them.	The practical reality of taking part and a clear choice to engage.	Participants receive training to enable them to play the game effectively.	Playing the game. In action in meaningful activity.
Intentions	<b>Stimulate Interest</b> Get into relationship; stimulate sufficient interest to move through to reception.	<b>Present Opportunity</b> Present the opportunity available for them out of engaging. Begin the preparation to move through to the changing room.	<b>Choice</b> Connecting the opportunity to the practical reality ("you want to engage but are you willing to do what it takes?"). They choose and you choose.	<b>Getting Prepared</b> Get them match fit and ready to play. Develop skills, knowledge and attitude needed for playing the game.	<b>Effective Action</b> Support and help sustain positive activity.
Conversations	General chit chat to create relationship; talk about the possibilities that might be available; try and generate interest. Show an interest in them.	Find out what would need to be in it for them in order for them to want to participate. Create a sense that this would be possible (but only if it is!).	Clearly lay out the choice for them. What they can expect from you and what you expect of them.	Focusing on them and their needs. Give feedback and advice. Coach and support.	Acknowledge and coach participation. Give feedback where required.
How to be	Relaxed, informal and interested in them. Not attached to them participating.	Enthusiastic, positive and excited about the possibility for them. Not attached to them participating.	Clear, concise, knowledgeable and firm. Also unattached to whether or not they choose to participate.	Encouraging and honest. Interested in having them play the very best that they can.	Empowering and supportive. Ready to give feedback and coaching.
Barriers to reaching the next stage / performance	Negative past experiences (of your organisation or of authority in general). No commitment to a shared goal; cultural factors.	Practical concerns such as health, child care, time etc.	Unable / unwilling to do what it would take to participate fully.	Overestimation of their ability to commit.	Not enough support; insufficient commitment from the player.

# Engagement to Action Model

